

# Tiny Town Daycare Ltd

Inspection report for early years provision

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**Unique reference number** EY417589  
**Inspection date** 01/02/2012  
**Inspector** Shaheen Belai

**Setting address** The Britannia Village Hall, 65 Evelyn Road, LONDON, E16  
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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Tiny Town Daycare Ltd. registered in 2011. It is owned by a private company. The setting operates from within The Britannia Village Hall in Silvertown, situated in the London Borough of Newham. Other groups offering a service to the local community also use the premises. Children have access to two large playrooms and associated facilities. There is an enclosed outdoor play area.

A maximum of 28 children under eight years may attend at any one time; of these, none may be under two years. The setting provides both full-time and part-time sessions and staff take and collect children from local nurseries and schools. The setting operates each weekday, throughout the year, from 8am to 6pm, except for closures on bank holidays and at Christmas. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 14 children aged from two years to under eight years on roll. The setting is currently not in receipt of funding for the provision of free early education. The staff support children who speak English as an additional language.

The setting employs five staff, including the manager, working both full-time and part-time. Of these, three hold a recognised childcare qualification and one is working towards gaining a qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children make adequate progress in their learning and development as staff observe and plan for their individual needs. However, at present resources are rather limited to help ensure consistent progress in all areas of learning. Most aspects of children's welfare are well promoted, though staff do not regularly practise and record evacuation drills. Adequate systems are in place to promote positive partnerships with parents, although engaging parents in their child's learning regularly is not fully explored. Staff use basic self-evaluation to identify areas for development. They demonstrate sufficient capacity to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the current range of resources to provide positive experiences and opportunities for children's development in all six areas of learning; this includes more effective promoting of physical development, creative

- development, and knowledge and understanding of the world
- develop opportunities for parents to share what they know about their child, to be informed about their next steps for development and how they can support this in the home
- carry out regular evacuation drills with the children and record in a fire log book records of any problems encountered and how they are resolved.

## **The effectiveness of leadership and management of the early years provision**

Staff adequately safeguard children since they have a sound understanding of their role and responsibilities with regard to child protection. Some staff have attended training in child protection, first aid and safety. This enables them to develop better knowledge in how to support children's welfare. Although an emergency evacuation procedure is in place, there is no evidence of children practising evacuation drills. This impacts on children's awareness of keeping safe. All required documentation is in place, such as children's attendance records and parental written consent for seeking emergency medical assistance. Staff ensure the premises, both indoors and outdoors, are safe so that children can explore the environment.

The staff welcome and value all children, regardless of their backgrounds, promoting an inclusive environment. The developing range of play resources and furniture are safe and of good quality. However, they do not offer much variety in physical development, knowledge and understanding of the world and creative development. In addition, outdoor play is not fully promoted at all times.

Staff have developed positive partnerships with parents. New parents can view policies and procedures. Staff communicate verbally with parents at handover time to share general information about their child. Overall, parents express that their children are settled and happy. Some parents would like more information about their child's individual development and to become aware of how they can support their child's learning in the home. Currently there is no regular opportunity to discuss in detail with parents how their child is progressing towards the early learning goals and how future progress is to be promoted. Staff develop suitable partnerships with other professional agencies and pre-school settings the children attend as they need arises.

The managers of the setting are in the early stages in evaluating progress since registration. Staff receive regular contact from the local authority advisory team. This is allowing them to explore further training for staff and identify how to meet areas for improvement. They demonstrate adequate ambition and ability to maintain improvement.

## **The quality and standards of the early years provision and outcomes for children**

Staff have an appropriate understanding of children's individual needs. They use themes, like transport, to plan activities that interest the children. Staff use information gained from regular planned and spontaneous observations to assess children's progress. Individual profile folders include photographs and samples of their creative work. The information gained is used to support children to work towards the next step in their learning. However, due to the lack of resources in some specific areas of learning, progress in all six areas is not fully tracked.

Children are cared for in a loving and caring environment in which they feel secure to investigate their surroundings. They confidently approach the responsive staff for support or to be a play partner. This demonstrates the sense of trust and safety the children have developed with their key person and other staff caring for them. Children settle quickly on arrival and play alongside their friends. They help their friends who face challenges, for example, when they are exploring educational programmes on the computer. The children participate in a range of craft activities, using glue spreaders, different textures and tools to complete tasks. Children receive appropriate support in their language development. Staff encourage children to develop storybooks of their own and record special events in books developed by them. This also promotes early writing skills. Children who have English as an additional language receive appropriate support. Staff learn a number of words in their home language and use them confidently to communicate with the children. Some staff are confident and skilled in using appropriate questioning skills with children to encourage them to be challenged and solve problems. Children count confidently to ten, recognise colours and are able to name some shapes. Children celebrate festivals, such as Diwali and the Chinese New Year, enabling them to develop some awareness of different religions. Regular cooking activities allow children to explore early science and mathematics. Children engage in some imaginary play, as they learn to use the toy medical kit to care for their dolls. Overall, children are developing a reasonable range of skills to promote their future development.

Children eat nourishing snacks and meals throughout the day. They are encouraged to choose what cereals or fruits they wish to have from the healthy range on offer. Children have participated in a 'world food day', which encourages parents to provide a dish from their own culture. This allows children to explore a variety of tastes from different countries. Children learn about keeping themselves safe, for example, how to use scissors carefully when cutting. Children play well together. With adult guidance, they learn to take turns well with resources that are in high demand. Staff use positive strategies, such as praise, to support children to develop an understanding of acceptable behaviour.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

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